DOCUMENT RESUME

ED 215 983 SP 020 076

TITLE	Inservice Education Design Model and Action Steps.
INSTITUTION	National Inservice Network, Bloomington, Ind.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE	Jul 81
NOTE	13p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Change Strategies; Elementary Secondary Education; *Inservice Teacher Education; *Program Design; *Program Development; Program Evaluation; Staff Development; *Teacher Education Programs; Validated Programs

ABSTRACT

An inservice model for school personnel was designed and used in 181 school systems in Kentucky. The model consists of seven time-specific phases and four generic activities that apply to each of the phases. The time phases are: (1) preliminary planning; (2) needs assessment; (3) goal and objective setting; (4) task, activity, and resource determination; (5) implementation; (6) outcome evaluation; and (7) recycling. Throughout each phase, coordination, legitimation/support, evaluation/reprogramming, and decision recording activities are continuous. Action steps are delineated for each of the phases, breaking the tasks down as quality indicators for evaluation. Recommendations by the National Inservice Network (NIN), a linkage agency that exchanges information about inservice programs for regular educators of mainstreamed children, call for dissemination of the inservice model and action steps and urge its use by state and local educational planners. (FG)

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Inservice Education Design Model and Action Steps

Inservice Education Design Model and Action Steps
Developed by:
Organizational Structure Process & Change Task Force
of the National Inservice Network

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Cooperatively developed with:
Regular Education Inservice Project:
Compliance with P.L. 94-142
A Systemic Change Process
and
National Rural Research
and Personnel Preparation Project

Indiana University
July, 1981

Dedication

For Jasper Harvey who committed his life to the professional development of educators and to changing systems to improve education for handicapped people. Perhaps his greatest leadership skill was in supporting environments where creativity could flourish, for he was a man who had his head in the clouds and his feet in the mud of reality. Softly, with grace and integrity, Jasper was a catalyst of change, and this small document is one of his many legacies.

Introduction

The Organizational Structure and Change Task Force of the National Inservice Network developed an Inservice Design/Organizational Change Model essentially based on the Boston Project Technical Assistance Model developed by Richard Johnson and David Riley.[1] Additionally, the task force drafted a set of quality indicators for each of the time-specific phases in the model. Subsequent work by the Murray State University project, "Regular Education Inservice: Compliance with P.L. 94-142, A Systemic Change Process," concluded that inservice education is a primary vehicle for accomplishing organizational change, and the task force product was further refined to reflect the single focus of inservice education.

This final product represents contributions by teachers, administrators, lay citizens, organizational representatives, and university and state education agency personnel. Information and ideas were synthesized at each level of involvement in an evolutionary and synergistic manner culminating in a useable guide for inservice planning, implementation, and evaluation.

For purposes here, inservice education will be defined as a set of planned activities designed to change some aspect of the system through personnel professional growth. This document provides logical, sequential direction for designing and implementing inservice education programs that have potential for creating or enhancing systemic change.

A secondary use of the document is as a general guide to planning, since the action steps parallel good planning procedures. The action steps can easily be formulated into a checklist for program managers.

The Inservice Design Model and Action Steps have been introduced to over 200 LEAs. While subsequent investigation will likely disclose areas of needed change, there is now an ordered, concrete set of procedures for changing organizations through inservice education.

[1]Riley, David P. & Johnson, Richard A. *SEA's and Large Urban LEA's: An Approach to Collaboration and Technical Assistance*. Washington, D.C.: The National Association of State Directors of Special Education and The Council of Administrators of Special Education, 1980.

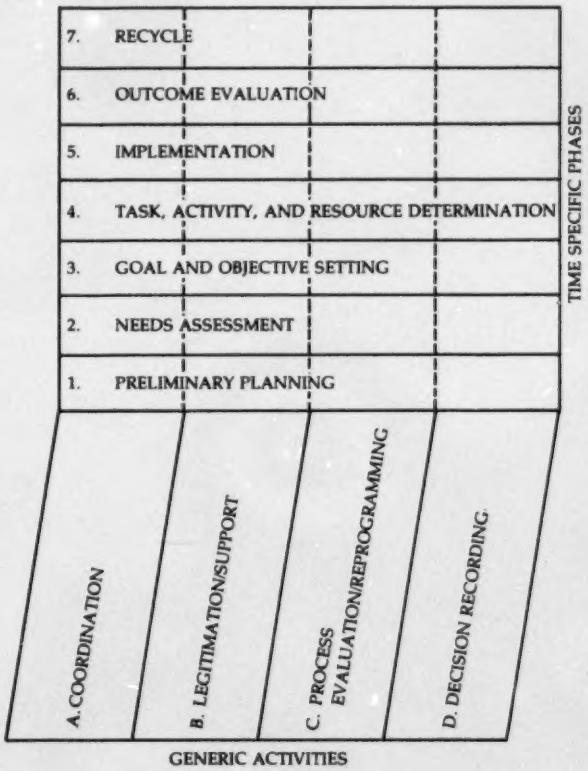
Development of the Model and Action Steps

After initial task force development efforts, MSU staff, including personnel from the National Rural Project housed at MSU, conducted five days of intensive inservice education with fifty Kentucky Department of Education regular and special education personnel. They used the task force product as the primary stimulus vehicle for enhancing abilities of the SEA personnel to assist local education agencies in designing, implementing, and evaluating comprehensive inservice education. One major aspect of the five-day conference was to modify the inservice design model and the quality indicators in order to make them more understandable and meaningful to local education agency personnel. The quality indicators were converted to action steps enabling SEA and LEA personnel to monitor the inservice design processes as school systems develop comprehensive inservice education programs.

During the five days of staff development with SEA personnel, teams were formed to provide regional inservice education workshops to all 181 school systems in Kentucky. Each team included program managers, accreditation specialists, guidance and counseling supervisory personnel, a special educator from the Kentucky Bureau for the Education of Exceptional Children, and two staff members from the National Rural Project (NRP). The ten teams conducted regional workshops and provided follow-up assistance to LEAs in the development of comprehensive inservice programs using the Inservice Design Model and Action Steps.

The inservice design model is depicted in Figure 1. It will be noted that the time-specific phases are linear in progression and that the generic activities cut across each time-specific phase.

Inservice Design Model Figure 1



Time-Specific Phases

Phase 1: Preliminary Planning
During this phase, school system personnel make decisions about the general parameters of the inservice education program. Priorities are discussed and decisions are made regarding responsibilities and assignments for designing the inservice education program. Additionally, staff who are to receive inservice education are identified and available resources are considered. A preliminary needs assessment structure is determined that will provide program planning information according to the parameters determined.

Phase 2: Needs Assessment
During this phase, the inservice planning team collects and analyzes data in order to program subsequent steps in the inservice design. Currently existing needs assessment data should be considered whenever it fits the parameters of the current planning effort, and new data should be collected from all individuals and agencies that will be impacted by the inservice program. Needs assessment data can be collected by questionnaire, interview, or other procedures that will provide answers to the questions: what inservice education is needed, by whom, to what extent, when, and by what format? These data should provide inservice planners with sufficient information to begin to develop goals in Phase 3 of the inservice planning effort.

Phase 3: Goal and Objective Setting
During this phase, inservice planners refine the initial problems discussed in Phase 1, consider the data from the needs assessment, and develop short- and long-term inservice education goals for the various groups of individuals who will receive inservice education. Short-term goals should reflect high priority or crisis needs to be met. Longer-term goals will most likely be oriented to the type of systemic change being undertaken and determined during Phase 1. The key to successful goal setting is focusing on goals relevant for the people participating in the inservice education programs. Unique sets of objectives should be developed for each short- and long-term goal and for each group to receive inservice education.

Phase 4: Task, Activity, and Resource Determination
For each objective, planners develop a series of activities designed to meet that objective and carefully consider resources necessary to implement the activities. Decisions should be made during this phase regarding persons responsible for carrying out the various activities. Time, space, and financial resources should be determined, and the overall map of the inservice education program should be developed reflecting these timelines and resources. Figure 2 illustrates a planning format that encompasses the elements of this model.

Staff Development Planning Format **Figure 2**

Goal: _____

_____

_____

Objective	Target Staff	Staff Development Activities	Timeline	Resources Needed	Evaluation Procedures	Person in Charge

Phase 5: Implementation
During this phase, the actual inservice activities are conducted, process evaluation takes place, and modifications are made of subsequent inservice education sessions. This is the phase when the identified goals, objectives, and activities are accomplished.

Phase 6: Outcome Evaluation
In this phase, which may occur whenever a timeline calls for objective completion (that is, not necessarily at the end of a school year), an assessment is made to determine the degree to which each goal and each set of objectives has been reached. Once all inservice education activities have been conducted, an overall outcome evaluation can be conducted assessing the value of individual inservice education activities and the impact of the overall inservice education program on the organizational change projected during Phase 1, Preliminary Planning.

Phase 7: Recycle
One product of the outcome evaluation in Phase 6 is a statement of goals and objectives that, even though not met, were determined to be of sufficient significance that additional efforts should be made to reach them. During the recycling phase, an analysis is made to determine which earlier phase should be the entry point for beginning to attack the unmet goal or objective. For example, if evaluation data indicate that perhaps the previous needs assessment is now inadequate, recycling would begin with Phase 2. If, on the other hand, analysis indicated that needs assessment, goal setting, and objective development were all adequate, but sufficient resources were not available to the inservice activity, then recycling would be to Phase 4 with the input of additional resources. It should be recognized, however, that once a series of activities has been conducted, it is likely that a new series will need to be established in order to meet the same goal or objective, since the recipients of the inservice education program remain the same and would probably rebel at redundancy.

Generic Activities

The foregoing description of the time-specific phases of the model is relatively standard in terms of good inservice design and practice. The generic activities component of the model sets this model apart by requiring attention to five generic functions at each phase. An explication of each of these generic activities follows.

Coordination is the process whereby inservice education resources are managed in an effective, efficient, and timely manner. Coordination includes:

Initiating. Giving direction on a continuing basis to individuals and groups relating to specific responsibilities, tasks, and schedules.
Facilitating. Providing time, materials, space, and other resources on a continuing basis for specific use in task accomplishment.
Controlling. Directing the flow of events on a continuing basis as scheduled in relation to personnel, space, and resource utilization.
Communicating. On a continuing basis, informing all involved persons to assure that specific information needs are met, provide feedback, and promote operational affiliation (belonging to a larger whole).
Monitoring. Gathering information on a continuing basis about specific operating events, recording them, and comparing them with schedules and tasks.
Correcting. Providing corrective feedback on a continuing basis to responsible individuals and groups regarding discrepancies identified via monitoring.

Legitimation/Support
A procedure for constantly assessing the degree of administrative support for the inservice education program should be developed. Legitimation of an inservice effort is typically reflected through administrative assignment of resources including time, money, personnel, and space. Additionally, the involvement, where appropriate, of LEA administrators and other decision-makers in the planning, implementation, and evaluation of the inservice effort suggests the legitimation of support for the inservice program. Since, for purposes of this model, inservice education is seen as a vehicle for enhancing systemic change, legitimation occurs when the inservice education effort facilitates overall local education agency goals and change strategies.

Process Evaluation and Reprogramming

Process evaluation is the use of ongoing assessments at each phase in order to determine the positive or negative impact of phase activities on the overall inservice education program. Where concerns or deviations from expectations or plans are identified, changes may be made to better insure attainment of inservice goals and objectives. A formal process evaluation system should be developed rather than relying on the more typical informal assessment, "how's it going?" Process evaluation data indicate a need for reprogramming.

Decision Recording

Minutes should be taken of all meetings and a record kept of all decisions made and procedures used in each phase. This decision recording will facilitate inservice education planners' efforts during the course of the inservice program. It will also be useful as subsequent inservice activities are designed.

Action Steps

A series of quality indicators were developed by the task force for each of seven stages in the Johnson and Riley change model. The MSU project and the ten Kentucky SEA teams modified the quality indicators to reflect action steps. These are listed below and may be easily converted into a checklist format for local use by, for example, adding columns to indicate persons responsible for each action step and a time when that step is accomplished.

Phase 1: Preliminary Planning

1.1 Determine governance structures for inservice education, such as a district inservice committee composed of administrators, support personnel, teachers, and others (e.g., a school board member, parent, student).
1.2 Adopt a local inservice education policy statement.
1.3 Agree upon a preliminary estimate of school *system needs*.
1.4 Establish the general purposes of the inservice education program.
1.5 Identify probable participants for the inservice education program.
1.6 Estimate basic timelines and requirements for human and fiscal resources.
1.7 Develop a preliminary needs assessment design.

Phase 2: Needs Assessment

2.1 Specify areas to be addressed by the needs assessment based on general problems and participants identified during preliminary planning.
2.2 Identify organizational characteristics, administrative politics, values, and attitudes which may encourage or hinder staff development efforts.
2.3 Secure easily accessible and relevant information (e.g., student records, CTBS test results, accreditation reports, and anecdotal comments from personnel).
2.4 Develop data collection strategies for areas not covered by existing information. Examples may include teacher surveys, administrative questionnaires, and meetings sponsored by building-based inservice subcommittees.
2.5 Establish data collection and analysis timelines.
2.6 Identify individuals to collect needs assessment data utilizing the adopted strategy or strategies.
2.7 Collect, analyze, and summarize the data.

2.8 Determine that sufficient data are available for planning purposes.
2.9 Disseminate the results to respondents and other interested parties.

Phase 3: Goals and Objectives Setting

3.1 Translate the needs assessment results into general areas of concern.
3.2 Prioritize these concern areas by:
  a. short-term inservice needs (e.g., crisis problems),
  b. long-term inservice needs (e.g., non-crisis problems).
3.3 Write short- and long-term inservice education goal statements to include each of the identified concern areas and to impact on all relevant personnel.
3.4 Write measurable objectives for short- and long-term goals.
3.5 Re-examine the goal and objective statements to determine if identified needs are reflected.
3.6 Evaluate the goal and objective formulation process to determine effectiveness and efficiency.

Phase 4: Task, Activity, and Resource Determination

4.1 Conduct a task analysis for each goal related objective.
4.2 Identify all possible strategies/procedures for meeting each objective.
4.3 Select inservice activities designed to meet cognitive, attitudinal, and skill objectives.
4.4 Identify in-district resources (i.e., school personnel and local community at large).
4.5 Identify outside resources. Take into consideration:
  a. skill to address specific need areas,
  b. availability,
  c. practicality, and
  d. cost effectiveness.
4.6 Identify available administrative provisions for inservice activities (e.g., grouping patterns, instructional modules, field trips, telecommunications, etc.).
4.7 Assign activity implementation responsibilities to individuals or groups.
4.8 Identify scheduling alternatives (e.g., Saturday sessions, designated inservice days, brown bag lunches, potluck suppers, etc.).
4.9 Select the appropriate combination of resources, administrative provisions, and scheduling alternatives to effectively attain each objective.
4.10 Specify steps to accomplish each inservice activity.
4.11 Determine a timetable for implementation of each strategy/step.
4.12 Develop a total timetable (e.g., a PERT or GANTT chart) for all inservice activities and procedural steps.
4.13 Design an implementation phase monitoring system for process evaluation.
4.14 Establish tentative target data for outcome evaluation.
4.15 Develop a record keeping system.
4.16 Evaluate the task, activity, and resource selection process to determine its effectiveness and efficiency.

Phase 5: Implementation

5.1 Insure that inservice implementation is guided by a plan which specifies not only the inservice model or strategies selected for use, but also details, objectives, activities, and accountability dimensions.
5.2 Emphasize in implementation the major processes relating to coordination (including initiating, facilitating, controlling, communicating, monitoring, and correcting), legitimation, process evaluation/reprogramming, and decision recording.
5.3 Implement activities according to specified timelines.
5.4 Monitor activities to determine whether:
  1. Resources are utilized as planned.
  2. Activities are carried out as planned.
  3. Timelines are adhered to.
  4. Objectives are being met.
  5. Evaluations are carried out as planned.
5.5 Document all changes in inservice activities/strategies.

Phase 6: Outcome Evaluation

6.1 Determine the degree to which each goal specified in Phase 3 has been attained.
6.2 Conduct an analysis of goals and objectives not completely attained including:
  1. Analyzing objectives which cannot be completed at all.
  2. Analyzing objectives which can be completed but with some difficulty.
  3. Analyzing objectives which can be completed with a reasonable time extension.
  4. Determining which unattained goals, if any, should be dropped and which should be recycled.
6.3 Determine if goals resulted in any unintended outcomes.
6.4 Document evaluation findings.

Phase 7: Recycle

7.1 Recycle to meet existing goals/objectives.

1. For goals recommended for continuation, use recycling during the evaluation phase and determine which time-specific phase would be most appropriate as a recycling point.
2. Recycle to that time-specific phase to reinstitute the process described for that phase or as modified by process evaluation and reprogramming.

7.2 Develop new or revised goals/objectives as necessary by:

1. Reviewing goals and related objectives in the "can't be completed" category and determining if those goals should be restated.
2. Restating goals as appropriate and writing new objectives for each restated goal.
3. Developing new goals where new needs have been identified either through outcome or process evaluation.

Background and Recommendations

The National Inservice Network (NIN) is a linkage agency designed to exchange information about inservice programs for regular educators who are increasingly becoming more involved in the education of exceptional children. NIN is funded by the Division of Personnel Preparation, Office of Special Education and Rehabilitative Services, United States Department of Education. The purpose of NIN is to identify model training programs and components from over 300 projects in this priority area. The National Advisory Board (NAB) to the National Inservice Network organized eight task forces. One of these was the Task Force on Organizational Structure Process and Change. The charge to this Task Force was . . . "To do an analysis of the effect of the organization on the development, implementation and support of inservice education and conversely the impact of various inservice delivery models on the organizational structure."

The Task Force was supported through a supplement to a Regular Education Inservice (REGI) Grant entitled, "Regular Education Inservice: Compliance with P.L. 94-142, A Systemic Change Process," funded to Murray State University (MSU) in Murray, Kentucky.

On March 2, 1981, the NAB received and endorsed the Inservice Design Model and Action Steps and on May 18, 1981, made recommendations about its dissemination and utility to policymakers, administrators, inservice developers, and others interested in professional development. Following are several recommendations from the Board:

1. The Office of Special Education and Rehabilitative Services should be provided copies of the Inservice Education Design Model and Action Steps for possible distribution when they receive requests for information regarding inservice education. Specifically, the Division of Aid to States may wish to consider this document in their Comprehensive System of Personnel Development (CSPD) efforts.
2. State Directors of Special Education, CSPD coordinators, and other state agency personnel involved in planning inservice should be provided copies of the report. These persons should consider the statements as evaluation criteria for locally produced plans.
3. Local leadership persons should consider the use of these statements with teams of personnel in the establishment of locally determined inservice programs.

4. Leadership persons in all professional educational organizations should be provided with copies of the report for distribution to their memberships.
5. Efforts should be undertaken by the Board and project directors to disseminate these practices through their own training and writing efforts in order to build community support for quality inservice practices. The above recommendations are based on the perceived benefit to the field of the Inservice Design Model and Action Steps.

We hope you find this report useful.

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The efforts of the Organizational Structure Process and Change Task Force were partially funded through the Education Department, Office of Special Education and Rehabilitative Services, Division of Personnel Preparation. The ideas expressed herein do not necessarily reflect the position or policy of that agency and no official endorsement of these materials should be inferred.

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